

What preschool children know about reading and how they learn it.

Author(s):	Kontos, S.
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Publication Information:	<i>Young Children</i> , 42(1), 58-66.
Type of Review:	Narrative.
Purpose:	To highlight studies that emphasize the role of parents in creating an environment where young children can learn to read.
Inclusion Criteria:	(1) Studies that document what preschool children learn about reading. (2) Studies that look at how children learn about reading.
Search Method:	Not Reported.
Review Method:	Not Reported.
Number of Studies:	Approximately 40.
Population of Participants:	(1) Normally developing preschool children. (2) Children who have not received formal reading instruction.
Age of Participants:	Preschool children.
Concerns Raised:	Longitudinal research is needed to trace age changes in children's literacy acquisition.
Outcome Measures of Interest:	Not Reported.
Conclusion/Results:	(1) Home and classroom environments can promote literacy acquisition in preschool children. (2) Important components of an early literacy curriculum include modeling reading using written language in a variety of contexts, and providing ample materials for children's play reading and writing. (3) Children must first understand what the purpose of print and how it is used.
Comments:	Good review, but lacks methodological information. Useful for parents who want to know more details about the characteristics of an environment that fosters literacy development.